

## THE DIGITAL NATIVE VOICES IN A FLIPPED CLASSROOM

### *SUARA DIGITAL NATIVE DI KELAS TERBALIK*

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#### **ABSTRACT**

The growth of technology has invited the traditional pedagogical method supporters to integrate technology into education. This paper investigates the student perceptions as digital natives on the application of the flipped classroom model. The flipped classroom employs lecturing videos as homework and group discussion as classroom activities. The participants in this study were 120 students aged 19-20 who were born as millennial generation and have had the experience of the flipped classroom model. Using a descriptive qualitative, the issue was observed and investigated. To elicit the student perceptions, this study used an open-ended questionnaire to investigate the students' opinions and attitudes toward the implementation of the model and its advantages and disadvantages. The result shows that flipped classroom gives more benefits over the drawbacks. The implementation of the flipped classroom has attractively motivated students to be engaged in the classroom activity. The students perceive that the flipped classroom model has positively transformed their attitude and behavior in learning and flipped into a new way of learning. They argue that the procedural steps in the flipped classroom model such as video observation and discussion help them understand the materials better and to be an independent learner. To conclude, the implementation of the flipped classroom model gains the students' positive views over the negative perceptions. From this research, it is hoped that the teachers can modify flipped classroom method by considering its virtues and also drawbacks.

**Keywords:** flipped classroom, digital natives, and perceptions.

#### **ABSTRAK**

*Perkembangan teknologi membuat pengguna metode pengajaran tradisional beralih menggunakan teknologi dalam pendidikan. Artikel ini membahas persepsi siswa generasi digital native dalam kelas model flipped classroom (kelas terbalik). Model ini memuat video pembelajaran dan video diskusi kelompok. Partisipan dalam penelitian ini berjumlah 120 siswa yang berusia 19-20 tahun. Metode penelitian yang digunakan adalah kualitatif deskriptif yang bertujuan untuk mengamati dan menyelidiki model tersebut. Penelitian ini menggunakan kuesioner terbuka untuk memperoleh pendapat dan sikap siswa terhadap penerapan model kelas terbalik, kelebihan serta kekurangannya. Hasil penelitian menunjukkan bahwa model kelas terbalik memberikan lebih banyak manfaat dibandingkan kekurangan. Implementasi kelas terbalik memotivasi siswa untuk terlibat dalam kegiatan kelas. Para siswa berpendapat bahwa model kelas terbalik mengubah sikap dan perilaku mereka dalam belajar. Selain itu, model ini juga memberikan cara belajar yang baru bagi siswa. Adapun langkah-langkah prosedural dalam model kelas terbalik seperti observasi video dan diskusi dapat membantu memahami materi dengan lebih baik dan siswa menjadi pembelajar mandiri. Implementasi model kelas terbalik ini mendapatkan pandangan positif dari siswa. Penelitian ini diharapkan agar guru dapat memodifikasi metode kelas terbalik dengan mempertimbangkan kelebihan dan kelemahannya.*

**Kata kunci:** kelas terbalik, digital natives, persepsi

## INTRODUCTION

Human beings nowadays are living in the 21<sup>st</sup> century which is signed with the development of technology in many sectors. The growing of technology makes many changes in human life such as in communication, commerce, business, etc. However, the development of education in Indonesia tends to be inversely proportional with the rapid development of technology utilized by the community. The teaching and learning process applied in higher education institutions is likely to be traditional. Traditional teaching and learning method refers to the teacher instruction in the class and the students not being actively involved in the class. Furthermore, traditional teaching method is pencil-paper based system (Hartono, 2015; Raja & Khan, 2018). In principle, the traditional learning process provides the greatest support for teaching by emphasizing the comprehensive teaching materials for students. Therefore, traditional learning tends to be one-way and causes dependency among students (Zawawi, 1990); such learning strategies do not fit into the current generation. They, the Digital Natives, have already known the Internet from birth even from the womb (Chandra & Nugroho, 2016). As digital native learners, the students have the opportunities to utilize technology to get information and related theories from other comprehensive sources such as from the Internet. Because of that reason, the change in education sector should be in line with the development of communication information

technology (ICT) as this change creates the students' critical thinking skill (Boyaci & Atalay, 2016).

The teachers should apply the new paradigm of education, called 21<sup>st</sup> century learning. The 21<sup>st</sup> century learning verifies the integration of technology with language teaching. Technology can be used as a device in the classroom to help students understand the material (Muir-herzig, 2004). Moreover, technology emphasizes the ability and skills of students to master the material independently and builds their critical thinking. As a result, they can collaborate the knowledge they achieve with the real world. Teaching-learning process in this era must be able to help someone to have the ability to think, master science and technology to make decisions, solve problems, and develop certain skills according to the needs (Haryono, 2017). Those abilities are beneficial for students' life in the future since the society in the future demands people with critical thinking. In addition, other characteristics such as flexible, innovative, competitive, sensitive to problems, master the information, able to work in a team, and able to adapt to change are also needed in the future (Haryono, 2017).

Flipped classroom is one of the models that integrate technology with the teaching-learning process. This model uses video as a device to equip the students outside the classroom. The video is used since it is an audiovisual media, which can make the students more interacted and allow them building their critical thinking (Asmara, et.al, 2019). In addition, video is used

because it can be played back so that students with less ability can repeat the material in the video until they understand the material (Chandra & Nugroho, 2017). The flipped classroom model is based on the idea that traditional teaching is inverted in the sense that what is normally done in class is flipped or switched with that which is normally done by the students outside of class (Kusumaningrum & Indriani, 2017). Then, it is asserted (Missildine, Fountain, Summers, & Gosselin, 2013) that the flipped classroom is a hybrid approach to learning, using technology to move the classroom lecture to “homework” status and using face-to-face classroom time for interactive learning. Thus, in the flipped classroom, the millennial students are asked to find the video related to the topic and watch the video at home. They are forced to study the topic prior to the lecture. Flipped classroom also pushes students to learn the material at home, not during the lessons, as in traditional lectures. The flipped classroom may provide the means to develop an educational environment that promotes discovery learning, problem-based learning, experiential learning, and student-centered learning (Moore & Chung, 2015).

The implementation of the flipped classroom is one of the innovation models to dismantle the traditional learning models into 21<sup>st</sup> century learning model. The role of the teacher in this class is as a facilitator since the flipped classroom is focusing on student-centered learning. It is in line with Nichols’ explanation that 21<sup>st</sup>

century learning has four basic principles (Nichols, 2019). The first principle is the learning must be student-centered. Then, the education system provided is collaborative. The third is context-based learning and, the last, the learning must be integrated into the society. According to the background stated, this research investigates the shared beliefs, values, and attitude of students on the implementation of a Flipped Classroom approach in the language teaching. The purpose of this research is to describe the digital native view on the implementation of flipped classroom in the Introduction to Linguistics class. In addition, this research also tries to find the challenge faced by teachers and students in the flipped classroom.

## METHOD

### a. Research Design

This research used a descriptive qualitative research as its research design aiming at surveying the voices of digital natives toward the application of flipped classroom in the Introduction to Linguistics class. This research was to report the students’ attitudes and behavior towards the implementation of flipped classroom in this course unit.

### b. Participants

The participants involved in the study were 120 students who were born in 1998-1999 and they were titled as digital natives. As the continuation procedure from the experimental studies (Asmara, et.al, 2019), this study included all participants in the Introduction to Linguistics class in the academic year of 2016/2017.

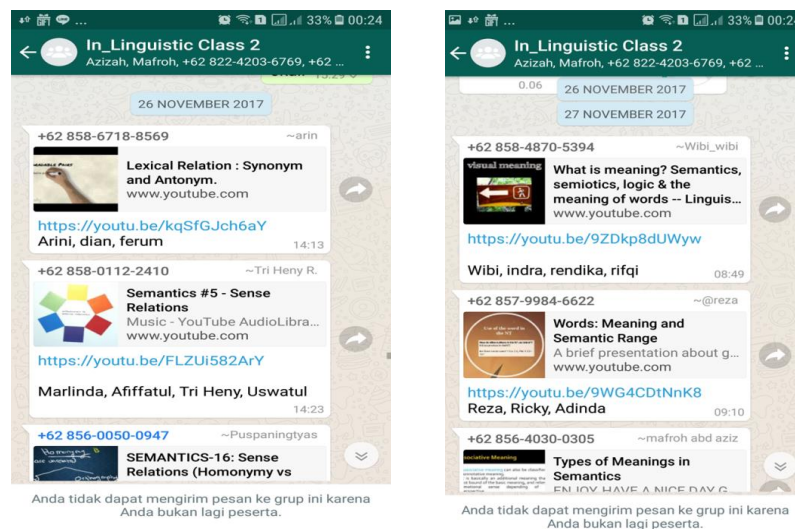
### c. Instruments

This study used an open-ended questionnaire adapted from the website <https://www.birdvilleschools.net/> to investigate the students' perceptions toward the implementation of the flipped classroom model and its advantages and disadvantages. The adaptable questionnaire covered 10 questions not only choosing the provided options but also eliciting the detailed reasons for choosing the option (see Appendix 1).

### d. Procedure

In this research, the students were assigned to watch required videos every meeting (facilitated by the assigned group; after consultation, they shared the video on Whatsapp) and supplementary videos (search in a group based on the topic of discussion),

but they might not have similar videos. The students should find a video based on the topic discussed in every meeting such as language, the characteristic of language, dialect, accent, language change, semantics, phonology and etc. Then, they had to observe the video individually and wrote their weekly summary on the provided video observation sheet. The students had to include the title and the duration of video, the content of the video and what they obtained after they watched the video. The students could insert the picture that demonstrate the concept they learned from the video. In class, they had to present the video and discuss the material. Then, the students must do the exercise in the book based on the topic learned as well before and after the class.



Picture 1 The students' video in Whatsapp Group

### e. Data Analysis

The data was analyzed using Miles, Huberman and Saldana's data analysis technique (Miles, Huberman, & Saldana, 2014). This technique included data condensation, data display, and conclusion drawing and verification. The data were taken from the questionnaire given to students in the Introduction to Linguistics class in the year of 2016/2017. The data were then displayed and categorized into perceptions and challenges. Perception is an external factor that focuses on person's point of view, understanding, belief, and reaction to an innovation (Alnujaidi, 2016). Meanwhile, challenge, according to Cambridge dictionary, is something that needs great mental or physical effort in order to be done successfully. The perception data refers to the students' point of view, understanding, belief, and reaction to flipping classroom method. Furthermore, challenge data designates the things that need great effort to be done successfully.

The results presented in this paper are obtained from the students' answers in the questionnaire. The result discovers three students' perceptions that are written in the table below. Those perceptions are motivation to learn, classroom participation and critical thinking. There are two kinds of motivation: internal and external motivation. Intrinsic motivation is created by the learning process itself, while extrinsic motivation is about what can be obtained from doing the action in the class (Long, Ming, & Chen, 2013). Zepke and Leach (2010) in (Worako, 2018) stated that classroom participation is considered as students' cognitive investment, active participation in and emotional commitment to their learning. In addition, critical thinking according to Bahr (2010) is about the ability of thinking how things have become the way they are. Hence, Murawski (2014) coined that critical thinking is the most essential workplace skills, including problem solving, decision making, good judgment and sound analysis.

## RESULTS AND DISCUSSION

**TABEL I STUDENTS' PERCEPTION**

| NO | Perceptions                       | Total  |
|----|-----------------------------------|--------|
| 1  | Build the motivation to learn     | 42,3%  |
| 2  | Improving classroom participation | 41,5%  |
| 3  | Build critical Thinking           | 16,1 % |

Based on the table above, most of students' viewpoint was in building motivation. About 42.3% of students or 55 students perceived the implementation of the flipped

classroom to have built their motivation to learn more. The students expressed that the video could increase their motivation in learning the material before the class began. Furthermore,

watching and observing the video and then writing the summary in the observation sheet made them try to study the material well. Those results were proven by the students' response as follows.

#### **Data 1**

Although we had a weekly task, I personally think that I love learning in this way. If we only read the book, we may have wrong arguments, but listening to the lecturing videos made me sure the correct ideas (Student 23).

#### **Data 2**

Watching videos is more interesting than reading a book chapter and it has helped me to learn more. Now I am interesting to learn (linguistics) more (Students 68).

#### **Data 3**

I used to think that the subject will be difficult. But, learning from the video and having classroom discussion has changed my perspective (Student 84).

#### **Data 4**

I watch the video most of the time because I should learn the material that we need to learn, so when I come to the class I have something in my mind to be discussed. I don't want to be left behind (Student 15).

Then, the second viewpoint was that the students are able to improve classroom participation. One of the aims of flipping classroom model is to facilitate teachers to make better use of the face-to-face sessions through minimizing teacher lecture and increasing students' active learning,

collaboration and scaffolding (Bergmann & Sams, 2012). From the questionnaire, it is shown that 41.5% of the participants perceived the implementation of the flipped classroom to have helped them improve their classroom participation. The students urged that watching the video eased them in doing the task. Then, another participant thought that they could share their idea in the discussion time. They were able to share their idea because the videos they watched are different despite the same topic. As a result, the students obtained lots of knowledge on a certain topic. Classmates, instructors and the methodology used in class influence the classroom participation (Abdullah, Bakar, & Mahbob, 2012). Furthermore, implementing a flipped classroom could interest the students and motivate them to be an independent learner. Below are the data.

#### **Data 5**

Watching videos and observing them has helped me personally to understand more before the class was started (Student 1).

#### **Data 6**

I rarely engaged in the topic and joined the classroom discussion, but the classroom activity somehow pressured me to learn more (Student 73).

#### **Data 7**

Learning the materials from the video (watching) not from the book (reading) has made me an independent learner and helped me to be more active in the discussion session (Student 96).

**Data 8**

We have such a preview of the materials that we will discuss the next day by watching the videos every week. Since the videos are various, we sometimes can learn and enjoy the materials at the same time (Students 5).

The third perception was about building critical thinking. There were 16, 1% of the participants who perceived the implementation of the flipped classroom have helped them to build their critical thinking. The critical thinking could be built from the discussion and question and answer section. It was stated by Permana, Hindun, Rofi'ah, & Azizah, (2019) educators should empower a variety of higher-order thinking skill (HOTS) during the learning process. One of them is critical thinking skill. Thus, critical thinking skill is necessary for this era; therefore, the teacher should train students' critical thinking. In line with that, the flipped classroom is one of the models that can accommodate that case. The participants who joined the flipped classroom stated that discussing, summarizing the video, and

doing the weekly report helped them to think critically. Students 26 expressed that since she/he understood the materials more, she/he kept asking why and how more than she/he did before. Then, student 51 also said that the classroom model such as flipped classroom had attracted his/her attention and it made her/him thought more seriously on the weekly topic.

From the results, it could be seen that the students had a positive view of the implementation of the flipped classroom. Most of the students felt that applying flipped classroom in the Introduction to Linguistics class helped them in comprehending the material and removing the boredom in the classroom. Meanwhile, some of the students considered that there was a drawback of this flipped classroom method. Therefore, this paper also found the challenge faced by students and also teachers in the flipped classroom method. The challenge written in this paper will be a kind of reflection for teachers when they are going to implement this flipped classroom method. There are 7 challenges presented in the table below.

**TABEL II THE CHALLENGES**

| No | Challenges  |
|----|---|
| 1  | Students find difficulty in understanding friends' explanation.   |
| 2  | Teachers need to add more activities in flipped classroom method such as game or ice breaking.  |
| 3  | Discussion only helps when the class atmosphere is good and the material is relevant.   |
| 4  | Discussion sometimes makes students enjoy their time by playing mobile phone or making noise.   |
| 5  | Presenting a material every week is sometimes boring  |
| 6  | Teachers should review the video first so that the video is accurate and related to the material.   |
| 7  | Sometimes, the students have a difficulty to download and search the video since some of them live in remote areas. It is difficult to get the Internet signal. |

The finding above underlined that the major challenge faced by students was their difficulty in understanding the material when their friends presented and explained the material in front of the class. The teacher should give more explanation and wrap up the material at the end of the meeting. Besides, the teachers could check the students' understanding by giving a quiz or question. The next challenge was related to teachers' creativity in combining teaching methods. Since the activities in the flipped classroom were presentation and watching the video, the teachers should have other activities such as ice breaking or game so that the students did not feel bored in class.

Related to discussion time, the students thought that the class atmosphere influenced this. If the students were noisy, the discussion section would not run smoothly. This challenge has an impact on classroom environment. As stated by Abdullah et al. (2012) classroom seating positions in a class, condition of classroom, lecture time and the use of technology can have an impact in the discussion time. The students, then, considered that the teacher should be involved in the discussion section so that the students did not enjoy their own time by playing their mobile phone. The students believed that they needed to learn how to present the material well so the discussion time would be conducive. Another challenge in the flipped classroom method was the video itself. Students stated that sometimes the video was out of topic so it needed to be reviewed by the

teachers. Inappropriate material in the video would decrease the students' understanding of certain material.

The last challenge in the flipped classroom method was about the Internet connection. It became the main problem in the flipped classroom method. Indonesia, as the developing country also has this connection problem (Mali, 2017). This fact was proved by the students' statement in the data below.

#### **Data 11**

My difficulty in the flipped classroom method is about the connection. Since I live in an area which hard to get signal then I have to try to find the video at campus. (Student 7)

#### **Data 12**

The internet connection is still being a problem. It is very slow when I download the video although I connect it to Wi-Fi (Student 100).

### **CONCLUSION**

From the finding, it can be concluded that the students have a positive perception on the implementation of flipped classroom over the negative perceptions. The students perceive that the flipped classroom model has positively transformed their attitude and behavior in learning and flipping into a new way of learning. They argue that the procedural steps in the flipped classroom model such as video observation and discussion help them understand the materials better and be an independent learner. The positive perceptions of flipped classroom



implementation included its benefits to help students understand the weekly materials better, to reshape their motivation in learning, to engage the students to be active in classroom discussion, and to build the students' critical thinking and their higher-order thinking.

The implementation of the flipped classroom is sometimes challenging since it has some drawbacks as stated by the students. The challenges of flipped classroom implementation are on the students' difficulty in understanding friends' explanations, teachers' creativity in combining teaching methods, discussion time, video review, and internet connection. Those challenges may become further research for other researchers. This research has implications for teachers. They can adopt this method to create a good classroom environment by considering the virtue and drawback of this method.

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## Appendix Student Survey

A Flipped Classroom: Introduction to Linguistics

Name:

**Instruction: Check the following statement and give your arguments on it.**

1. Do you watch the flipped videos in time?

|                          |                  |
|--------------------------|------------------|
| <input type="checkbox"/> | Always           |
| <input type="checkbox"/> | Most of the time |
| <input type="checkbox"/> | Never            |
| <input type="checkbox"/> | Rarely           |
| <input type="checkbox"/> | Some of the time |

Reason:

2. Do you find the class discussions helpful?

|                          |                  |
|--------------------------|------------------|
| <input type="checkbox"/> | Always           |
| <input type="checkbox"/> | Most of the time |
| <input type="checkbox"/> | Never            |
| <input type="checkbox"/> | Some of the time |

Reason:

3. How confident do you feel about materials after watching the videos but before coming to the class to do problems?

|                          |                     |
|--------------------------|---------------------|
| <input type="checkbox"/> | Extremely confident |
| <input type="checkbox"/> | Not very confident  |

|                          |                                       |
|--------------------------|---------------------------------------|
| <input type="checkbox"/> | Somewhat confident but need more help |
|--------------------------|---------------------------------------|

Reason:

4. How confident do you feel about materials after watching the videos and after coming to the class to do problems?

|                          |                                       |
|--------------------------|---------------------------------------|
| <input type="checkbox"/> | Extremely confident                   |
| <input type="checkbox"/> | Not very confident                    |
| <input type="checkbox"/> | Somewhat confident but need more help |

Reason:

5. Please describe the amount of effort you have been putting in during your time at home?

|                          |   |
|--------------------------|---|
| <input type="checkbox"/> | I am trying as hard as I can – Max Effort |
| <input type="checkbox"/> | I am not really trying                    |
| <input type="checkbox"/> | I am putting in a good effort each day    |
| <input type="checkbox"/> | Little or no effort at all                |

Reason:

6. Please describe the amount of effort you have been putting in during your time in class?

|                          |   |
|--------------------------|---|
| <input type="checkbox"/> | I am trying as hard as I can – Max Effort |
| <input type="checkbox"/> | I am not really trying                    |
| <input type="checkbox"/> | I am putting in a good effort each day    |
| <input type="checkbox"/> | Little or no effort at all                |

Reason:

7. What have you liked best about the “flipped classroom” this year?

Reason:

8. What part of the "Flipped Classroom" would you like to see changed for the next year?

Reason:

9. What could I do for you to help support you more in the "Flipped Classroom"?

Reason:

10. What is the MOST HELPFUL part of the "flipped classroom"?

Reason:

Source: ([www.birdvilleschools.ne](http://www.birdvilleschools.ne))